The Power of Assessment Webinar Series

Module #6

Descriptive Feedback

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In partnership with the IDAHO STATE DEPARTMENT OF EDUCATION

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IN THE END, YOU WILL...

- ...understand the primary focus and purpose of descriptive feedback.
- ...be able to synthesize much of the current research around feedback
- ...be able to implement a few simple feedback strategies in your classroom.

Advice from the experts

7 Keys to Effective Feedback

(Grant Wiggins)

1. Goal-Referenced:

   Information becomes feedback if, and only if, I am trying to cause something and the information tells me whether I need to change course.

2. Tangible and Transparent:

   The best feedback is so tangible that anyone who has a goal can learn from it.

3. Actionable:

   It is concrete, specific, and useful; it describes what the student should do more or less of next time.

4. User-Friendly:

   Even if the feedback is specific and accurate, it is not much of value if the user cannot understand it or is overwhelmed by it.

7 Keys to Effective Feedback

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5. Timely:

   Effective feedback is not delayed by hours - or days - before students know whether they were on or off-track, and what to do going forward.

6. Ongoing:

   The more feedback students receive in "real time, the better.

7. Consistent:

   Performers can only adjust their performance successfully if the information fed back to them is stable, accurate, and trustworthy.

Effective Feedback

(Susan M. Brookhart)

- Share the learning target and success criteria for each lesson with your students.

  Clear sense of what quality work looks like.

- Choose your words carefully.

  Use words that suggest the student is a key decision-maker.

- Follow episodes of feedback with opportunities for students to use their feedback, before you give them a grade.

  Students need time to act upon the feedback received.

"When we try to determine what kind of feedback works we are [often] asking the wrong question. What matters is what response the feedback triggers in the recipient."

-Dylan Wiliam

3 Levels of Feedback

(John Hattie)

Task Feedback

Content

Novice

-Describes how well the student has performed on a task.

-Right/Wrong, acquiring specific information, building knowledge.

Process Feedback

Strategies

Proficient

-Describes the process underlying or related to tasks.

-Strategies to detect/learn from errors.

-Ways to establish a relationship among ideas.

Self-Regulation Feedback

Understandings

Competent

-Describes how learners can monitor, direct, and regulate their own actions as they work.

-Foster the willingness and capacity to seek and effectively deal with feedback.

-Encourage students to self-assess and self-correct.

Confidence

"Failure and success are not episodes, they are trajectories. They are tendencies, directions, pathways…each school year seems like a new event, but the next performance is shaped by what happened last time out, unless something breaks the streak."

-Rosabeth Moss Kanter

"Expectations about the likelihood of eventual success determines the amount of effort people are willing to put in. Those who are convinced they can be successful in carrying out the actions required for a successful outcome - who have the "self-efficacy" - are likely to try harder and persist longer when they face obstacles."

-Rosabeth Moss Kanter

Some practical strategies

Metacognitive Feedback

- **METACOGNITIVE FEEDBACK**: Feedback in the form of questions or cues that focus on the content and structure of the problem and ways to solve it.
- **RESULTS FEEDBACK:** Feedback that is focused on the final outcome or end result of the problem.

Kramarski, B., & Zeichner, O. (2001). Using technology to enhance mathematical reasoning: Effects of feedback and self-regulation learning. *Educational Media International, 38*(2/3), 77-82.

Effective Feedback **

Find it – Fix it

$$4(x + 2) = 3(x - 4)$$

$$4x + 8 = 3x - 12$$

$$4x - 3x = -12 + 8$$

$$x = -4$$

"Three Questions"

- Teacher reads the students work & looks for areas for students to reflect upon.
- Place a numbered circle at that point in the text....underneath, write a question related to the first numbered circle.
- Leave space for student response, then repeat... (2/3).
- 10-15 min. (next day) for students to respond.
- All students (+/-) have the same amount of work.

Source: Embedded Formative Assessment by Dylan Wiliam (p. 129)

"Whose comment is this, anyway?"

- Rather than writing specific comments on individual pieces of work, writes/types comments on individual slips of paper.
- Put the students into groups of four.
- Hand back their assignments with all of the comments (slips of paper) that belong to the four students.
- Have the students determine which comments belong to which assignment.
- Make every attempt to have an equitable number of comments per assignment (i.e. 3 comments per piece of writing)

Source: Charlotte Kerrigan (as described in Embedded Formative Assessment by Dylan Wiliam, p. 130)

Larger demonstrations of learning

2 - 1 - 1 Feedback

2 Areas of STRENGTH

-Translated the problem into a useful mathematical form.

-Used appropriate strategies through to completion; nothing missing.

1 Aspect that needs to IMPROVE

-Incorporating multiple approaches to the same problem.

1 STRETCH I want you to try.

-Using pictures, models, diagrams, and/or symbols to clarify your thinking.

What's Next?

- Accurate Grading
  - Examine our traditional practices
  - Move away from "punitive" grading.
  - Standards-based mindset.

Questions/Connections…

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